

Weeth Community Primary School

Holman Avenue, Camborne, Cornwall, TR14 7GA

Inspection dates

1–2 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The achievement of pupils is not good enough because teaching over time has been inconsistent.
- In recent years, standards in English and mathematics have been too low when compared nationally. The progress of pupils in some year groups has been too slow.
- Governors' understanding of the quality of teaching across the school requires strengthening.
- Some pupils remain too reliant on adults to help them concentrate on their learning and, as a result, are not confident to work on their own. In a few lessons, pupils' attitudes to learning are not consistently positive enough.
- The focus of senior leaders and staff to improve the overall quality of teaching is not yet resulting in faster rates of progress for all pupils in English and mathematics. The gaps in attainment between different groups of pupils remain too wide.

The school has the following strengths

- The headteacher, together with staff, has established a clear vision for the school. It is ambitious and focused on raising standards and improving the pupils' opportunities to succeed.
- Governors are committed to driving forward further improvements in pupils' academic progress.
- The school is a harmonious and orderly community where pupils feel safe and secure. The behaviour of pupils has improved significantly over the last two years.
- There is clear evidence that the school's work to improve the quality of teaching is gaining greater consistency, especially in the higher expectations teachers have of their pupils and in matching activities more closely to their needs.
- Spiritual, moral, social and cultural development is well planned and opportunities for pupils to experience a wide range of musical and artistic activities and learn about the world are wide ranging and varied.

Information about this inspection

- Inspectors observed all teachers at least once. A total of 18 lessons or part lessons were observed and included two joint observations carried out with the headteacher and deputy headteacher.
- The inspectors heard individual pupils read and observed additional support groups in reading and mathematics. Inspectors scrutinised work in pupils' books and observed pupils' behaviour both inside and outside the classroom.
- Discussions were held with the senior leadership team, two members of the governing body and senior leaders, as well as groups of pupils across the age range of the school. The lead inspector had a telephone conversation with a representative from the local authority.
- Inspectors scrutinised a range of school documentation, including statutory policies relating to safeguarding, behaviour logs, school records of its own monitoring and self-evaluation, tracking information showing the progress of all pupils, the sports funding action plan and the school improvement plan.
- The inspectors took account of the 21 responses to the online Parent View survey and a letter sent to the lead inspector by a parent.

Inspection team

Julie Jane, Lead inspector	Additional Inspector
Gary Kirkley	Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- Almost all the pupils attending the school are of White British heritage.
- The proportion of pupils for whom the school receives pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority or are service children) is above average.
- The proportion of pupils supported by school action is broadly average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- In 2013 the school met the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress, but this was not so in 2012.
- The school runs a breakfast drop-in session in the school hall.
- A number of new staff have very recently joined the school.

What does the school need to do to improve further?

- Improve teaching so that it is consistently at least good in order to ensure that:
 - there are no significant gaps in the achievement of all groups of pupils in the school, especially the most able pupils
 - all groups of pupils have consistently positive attitudes to learning, resulting in them becoming more confident, so that they are able to learn on their own
 - pupils receive more consistently high quality verbal and written feedback about their work so that they know what progress they have made and what they can do to improve
 - lessons in mathematics enable pupils to develop their problem solving skills and apply mathematics in other subjects.
- Improve the governors' strategic responsibility in the school by:
 - ensuring the governors play a full part in rigorously and frequently checking the school's performance
 - making sure that decisions made about the salary progression of teaching staff is based on a comprehensive understanding of the strengths of teaching in the school.

Inspection judgements

The achievement of pupils

Requires improvement

- Achievement requires improvement because too few pupils make rapid enough progress over time due to weaknesses in teaching.
- Children join the school in the Early Years Foundation Stage with a range of skills, knowledge and understanding that are generally below age-related expectations. Children make good progress during this phase so that they are generally ready for Year 1, although weaknesses remain in their language skills.
- The proportion of pupils who met the government's recent phonics screening check was above the national average and was much improved from the previous year.
- Achievement at the end of Key Stage 1 has risen over the last three years and is currently above average in reading, writing and mathematics. The school's progress information for Year 1 pupils shows they make at least reasonable progress. The effective use of the pupil premium grant has resulted in an upward trend in results for Key Stage 1 over time.
- In recent years, progress at Key Stage 2 has been too slow, given the pupils' starting points, because teaching has not been good enough in some classes, . The school's information shows that more pupils are now making faster progress in all year groups. Nevertheless, despite the consistently good progress made over the past year, the gaps in pupils' learning over time have not been made up and, as a result, standards in Key Stage 2 are below average, particularly for the most able pupils.
- As a result of some more effective teaching, boys and girls now achieve similar results in most subjects.
- Disabled pupils and those with special educational needs do not make as much progress as their peers. Recent additional support has addressed individual needs more precisely, which has resulted in narrowing the gaps between the achievement of these groups and their peers.
- Small gaps in attainment remain between those pupils supported by the pupil premium and other pupils. In the Year 6 cohort in 2012, the gap in English attainment was negligible, but in mathematics was equivalent to half a year's progress. However, this is smaller than the gap typically found nationally. In general, gaps are narrowing as pupils move through the school. Additional support and better teaching have meant that pupils currently in Key Stage 1 in receipt of pupil premium funding make progress that is similar to, or even better than, their peers.

The quality of teaching

Requires improvement

- Teaching is not yet good because the quality is too variable over time, and there is not enough that is consistently good to ensure all pupils make the progress they are capable of, particularly the most able.
- In mathematics, pupils do not have enough opportunities to develop their problem solving skills and apply mathematical skills in other subjects.
- Since the last inspection there has been virtually a complete change in the staffing structure, with the exception of the headteacher. Inspectors observed lessons, or parts of lessons, that had notable strengths during this inspection.
- Teaching in the Early Years Foundation Stage is strong. The teacher plans well so that children have access to a wide range of self-chosen and more formally taught activities both inside and outside the classroom. A high ratio of adults to children supports the acquisition of skills in literacy and numeracy, although speaking and listening skills need developing more rapidly.
- Where teaching is good it is characterised by effective planning and preparation, activities clearly matched to pupils' needs, high expectations, effective use of information and communication technology and marking which clearly indicates next steps in learning.
- In the less successful lessons some groups of pupils were unable to maintain their attention

when the teacher gave lengthy explanations and time was taken getting them back on task. Also, when planning does not meet the needs and interests of all pupils and the work is not matched sufficiently to their abilities, this results in them not understanding what they have to do and impedes their progress. High quality oral and written feedback is not consistently in place in all classes.

- Learning, as evidenced in workbooks, shows that pupils care about, and are proud of, what they do. Speaking and listening skills across the school do not match those of reading and writing.
- Teachers manage classes well across the school and relationships are positive. Pupils understand expectations and clear routines have been established. Learning takes place in a safe and stimulating environment. Pupils understand the rewards for good behaviour and the consequences when that behaviour falls short of expectations.
- Teaching assistants provide valuable support, for example in providing one-to-one support to accelerate the progress of disabled pupils, those with special educational needs, those eligible for the pupil premium funding and most able pupils.

The behaviour and safety of pupils

Requires improvement

- In a small number of lessons, pupils' attitudes to learning are not consistently positive enough. This results in less than expected progress being made by some groups of pupils. This behaviour slows down the pace of work and has a negative impact on achievement, which is lower than expected nationally.
- Behaviour has improved significantly over recent years and incidents of poor behaviour have been reduced dramatically. The behaviour policy, introduced two years ago, is consistently implemented by staff and understood by pupils with clear rewards and sanctions which help and support them to manage their own behaviour.
- Pupils are courteous, respectful of each other and the school. They put their trust completely in the staff to sort out any behaviour issues.
- Attendance levels have considerably improved over time. Pupils enjoy coming to school and attendance is now above average. They say they feel safe in school and parents confirm this. Almost every parent is very positive about how the school successfully supports their child's education and would recommend it to others.
- There is little evidence of bullying incidents in the school. Pupils are knowledgeable about different forms of bullying, including e-bullying, which has been a focus of the school.
- The school's actions to prevent and tackle all forms of bullying and harassment have been effective over the last two years. It has been successful in keeping pupils safe and tackling discriminatory and derogatory language, which includes homophobic and racist terms.

The leadership and management

Requires improvement

- Until recently, leaders and managers have not had a strong enough impact on quickly improving the quality of teaching and, as a result, rates of progress in English and mathematics have been inconsistent.
- Leaders have secured some sustained improvements since the last inspection, most notably in the quality of teaching and the monitoring of pupil progress on an individual, year group and whole-school basis. The senior leadership team has a united vision for the school's future.
- Despite the recent staff changes, the morale and dedication of the staff remain strengths of the school and the teachers are united in their commitment to continue to take the school forward.
- The leaders for the Early Years Foundation Stage, special needs and mathematics are driving improvements which ensure that all pupils make at least expected progress in these areas. Gaps in achievement between groups of pupils are narrowing, while the most able pupils are being challenged to make more than expected progress.

- Provision for the pupils' spiritual, moral, social and cultural development enables pupils to learn appropriately about other countries and to experience a wide range of musical, artistic and sporting activities. Pupils develop a sense of awe and wonder through the curriculum and through assemblies. Inspectors saw a highly effective assembly where pupils were making sense of a country where education is not a right.
 - The school works well with external agencies to ensure the needs of pupils with disabilities and special educational needs, including those with emotional and behavioural difficulties, are met. The school promotes equality of opportunity and is working towards eradicating differences in attainment by different groups of pupils. It does not tolerate discrimination in any form.
 - Systems for managing the performance and training of teachers have been effective in improving the quality of teaching.
 - The headteacher has a clear vision for the use of the primary school sport funding. Sports coaches have been engaged to plan and deliver high quality physical education lessons as well as after-school clubs. They arrange coaching and training for staff as well as increasing the number and variety of sporting activities that the pupils take part in. The local secondary school works closely with local schools and organises a range of inter-school sporting events and coaching opportunities which include football, swimming, cross country and surfing.
 - The local authority has been responsive to requests from school leaders for support regarding staffing and monitoring of data.
 - **The governance of the school:**
 - Governors receive succinct and evaluative reports on the work of the school from senior leaders, which allow them to increasingly challenge the senior leadership team regarding the quality of teaching and how the progress made by pupils in each year group compares with information on progress made nationally. They are clear about how the pupil premium is used to best effect and what the impact of the spending has been after carefully examining data about specific groups of pupils. Governors contribute to school self-evaluation as well as the school improvement plans on a regular basis. They ensure that statutory requirements are met and that safeguarding arrangements are consistently implemented. Governors ensure that the performance management of the headteacher is carried out appropriately, although their understanding of the performance of individual teachers linked to pay progression is less secure. This impedes their effectiveness in making decisions as to whether or not teachers should move up the salary scale. Governors have been taking part in training but need more so that they can support school improvement better and challenge more strongly the quality of teaching.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111852
Local authority	Cornwall
Inspection number	426736

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	John Beare
Headteacher	Nicola Furnish
Date of previous school inspection	19–20 October 2011
Telephone number	01209 713934
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